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AUTHOR Baldi, Mary Lou
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ABSTRACT

This is the second of four booklets describing the Environmental Living Program. This program, which has been in operation since 1969, provides overnight living experiences for elementary and secondary school students at cultural, historic, or prehistoric sites throughout the West. This booklet describes, in the words of the teachers and students, the activities and preparations that precede the actual live-in. These activities include exploration, research, role-playing, and building activation and responsibility. (BB)

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GETTING THERE

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"We believed in what we were doing... it was our thing... it mattered to us whether it was a success or a flop."

At the end of the first booklet, you noted a place or places where exciting things could be happening for you. Now, in the words of teachers and students, let's look at ways you can get there.

By "getting there" we mean all the activities and preparations that precede the actual live-in — exploration, research, role-playing, building motivation and responsibility. To put it briefly, to make it the students' program — and yours, too.

Who shall I be?

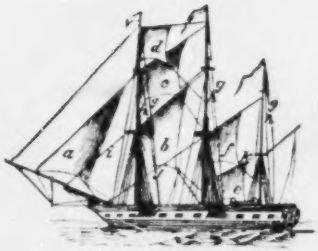
Who shall I be?

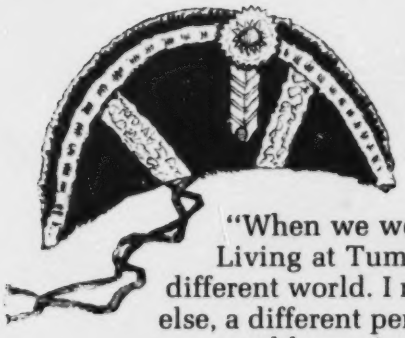
"When the children first came to us at the beginning of summer school, we hung old-fashioned names on placards around their necks. We told them that for the time of their stay with us, we would call them by those names rather than their own. Any objections they had were soon dispelled when they realized that the names they wore were the names of the people of early-day Folsom. The children became quite interested in the person they were for a day. A girl assigned Lottie, the librarian, soon asked, 'Do I have a husband?' A boy who was Horatio said upon seeing his name outside of the old powerhouse, 'I was important. Just look at the monument they erected to me.'"

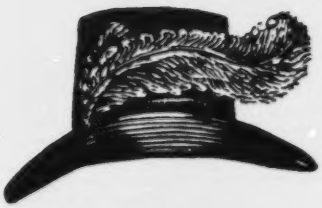
A short time after her role-playing experience at Tubac, an eighth grade girl wrote a reminiscence of her "family" in the person she had chosen to portray. This essay was submitted to an historical society contest where it was awarded third prize. The congratulatory letter from the society stated that the essay was written with such sincerity, surely the young girl was indeed a descendant of this Tubac family . . . (she wasn't)

A high school student helper writes, "We became the crew of the Thayer. We sewed sails on the deck, we launched fishing dories, we anchored several times, we cooked, ate, and we sang sea chanties at night. Role playing on the Thayer is very real, what with the ropes, the brass, and the wind. After a while, you feel part of a sailor's life, and I saw people become excited by it."

"I'm in charge here!"







The role the student plays becomes a part of him — he chooses the role himself, develops it himself, and plays it himself.

"When we were doing our Environmental Living at Tumacacori, I felt as if I was in a different world. I really felt as if I was someone else, a different person. When we were finished and home in front of the television, it felt weird — like I didn't belong there. It seemed funny to be watching TV instead of weaving mats, making pottery, or even eating tortillas."

Where do the roles come from? An historical society file box of the town's ancestors . . . early grave markers . . . made-up names from a set of initials found while reading . . . a child's real ancestor . . . chosen from a set of name cards made up by the teacher.

There is something magic in being someone else for a while. The shedding of the real personality also sheds some defenses so new exciting experiences enter and more freely mingle with the real child. The student is unaware when it is happening, but he definitely knows that it has happened when he tries to put the role personality aside.

First Impressions

We check to see whether we have our notebooks and pencils. Our class is on its way to visit the site of the proposed live-in for the first time.

Our visit, divided into several parts, begins with a guided tour by someone who knows the site well. Many of our initial questions are answered as we gather the information we need to put our roles together.

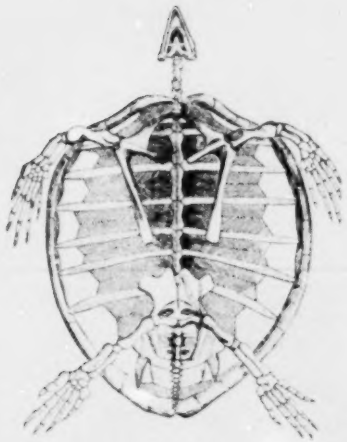
We use the Strands concepts of the National Park Service's NEED program as questions to guide us in our first walk around the site. These questions from "The Strands Walk" (see bibliography) help us give meaning and organization to our first impressions:

VARIETY AND SIMILARITY —

Many likenesses and differences occur among living and non-living things. What are some of the things you observe as you walk around? List your impressions.

PATTERNS —

Organizational, functional and special patterns are found everywhere. They include rock formations and social groups, traffic movements and the migrations of birds. Can your impressions be grouped or classified? Can you find a pattern in what you've seen and heard and touched and smelled?



EVOLUTION AND ADAPTATION —

Systems, cultures, living and non-living things over time alter and develop in the process called evolution. Those features which adapt them best are passed on. How many of your observations today show adaptation? Again, think of five things that aren't here today but might be here tomorrow or sometime in the future. Why will they be? When will they be? Do you want them to be?

CONTINUITY AND CHANGE —

Both living and non-living things constantly change — whether among galaxies and planets or body cells and living systems. How many of your impressions today are examples of change, are clues to the past? Why are they here today? Think of five things that aren't here today but were sometime in the past? Why aren't they here today?

INTERACTION AND INTERDEPENDENCE —

TASK IV

CONTINUITY AND CHANGE

a. HOW MANY OF YOUR OBSERVATIONS TODAY ARE EXAMPLES OF CHANGE OR ARE CLUES TO THE PAST?

1.

2.

3.

5.

WHY ARE THEY HERE TODAY?

b. THINK OF 5 THINGS THAT AREN'T HERE TODAY BUT WERE SOMETIME BEFORE.

1.

2.

3.

4.

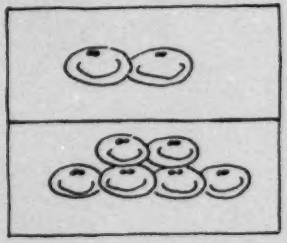
5.

WHY AREN'T THEY HERE TODAY?

TASK V EVOLUTION AND ADAPTATION

a. HOW MANY OF YOUR OBSERVATIONS TODAY SHOW "ADAPTATION"? ("WHY ARE THEY HERE TODAY?)

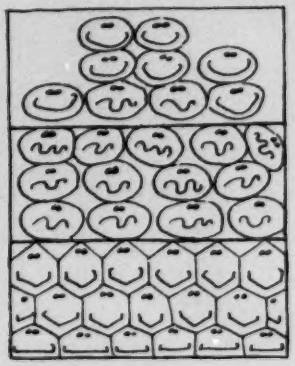
1.
2.
3
4.
5.



WHICH OF THESE WILL BE HERE TOMORROW? WHY?

b. THINK OF 5 THINGS THAT AREN'T HERE TODAY BUT MIGHT BE HERE TOMORROW OR SOMETIME IN THE FUTURE.

1.
2.
3.
4.
5.



WHEN WILL THEY BE?
WHY WILL THEY BE?

c. DO YOU WANT THEM TO BE?

Our thoughtful walk and note-taking

. . . ends with small groups sharing impressions and observations. As our groups merge after each sharing, the impressions are compiled into a list that finally represents the various impressions and conclusions of each student. One group ends its walk with this question — How would an early inhabitant feel if he were to visit this site today?

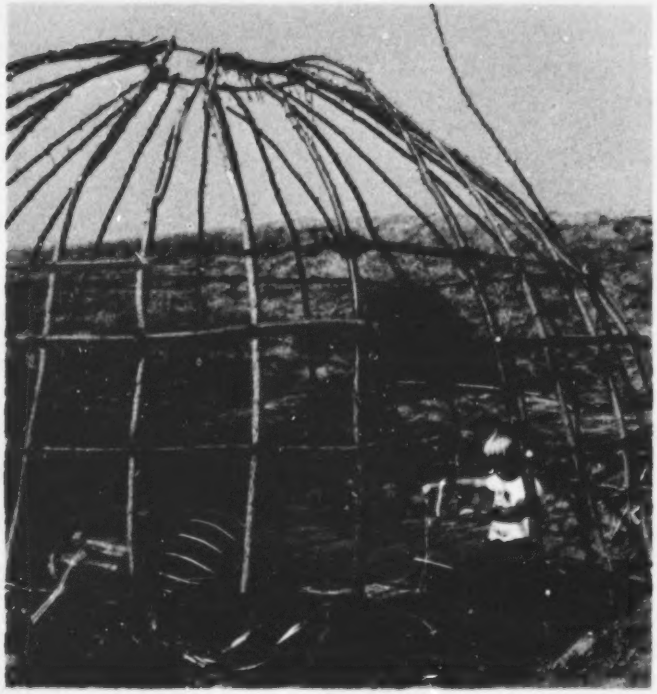
The Strands Walk is designed to be a simple activity, one to take away the first strangeness from the site you are visiting. The students should be on their own with minimum guidance from the teacher while they are on their walk. They should be free to express what they observe and experience and draw their own conclusions.

It may not be possible or desirable to complete all of the Strands' tasks in one morning at the site. Perhaps the initial visit will be for the purpose of gathering impressions. The remaining tasks can then be discussed upon returning to the classroom.

Or, you may have an approach of your own. Keep it open!

Once the Strands Walk is completed, we have a clearer idea of how this environment and culture may have been related. One point is clear: it is essential that students — teachers, too — have a chance to simply explore space before attention is given to anything else. Now, as our thoughts turn to the people, we think again about a role we would like to research and recreate.

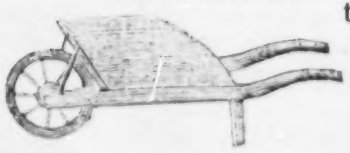
To help us visualize roles for ourselves



. . . the site resource person introduces artifacts, relics, food stuffs, songs, words and expressions, and other related information which he has gathered together as representative of the site. We can learn about these in various ways:

One group chooses a tool or artifact to explore or work with. They ask themselves two questions: How was this item used or regarded in the culture long ago? What might we use it for today?

Several figure out how a pump drill works. They report — and hopefully demonstrate — that it was used to drill holes. (Certain types were used also to start fires.) When asked how they might use it today, they decide it might make an unusual support for an indoor vine, a wheel-and-axle for a toy wheelbarrow, or just teach others to appreciate the comforts and convenience of modern tools. (At times the second question really stimulates the imagination!)



It's O.K.
to make mistakes!

Sometimes students might prefer to work alone on such questions, other times, in groups. The investigation itself can be used to develop their sense of cooperation, or, just help them get to know one another. For example, you might gather several sets of tools and materials — a wood drill, with bits and wood to work on; a sail-making kit with needles and thread and beeswax, palm, and a piece of canvas; rope and block - and - tackle and some poles perhaps to rig a small crane for lifting things. (These might all be found on an old sailing ship, or - for that matter - a pioneer farm.)

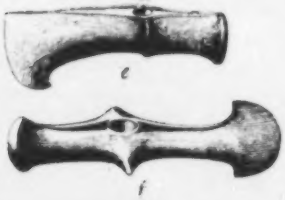
Now mix the components up, hand out one item to each participant, and let the first problem be for each of them to find out in which group he or she belongs with what each is holding!

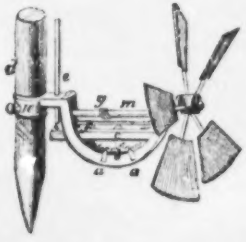
In conclusion, each person or group might then be asked to train the others in how to use what each had explored.

For a little different approach, for sharing in a different sort of way, try this: everyone sits in a circle. You, the leader or teacher then hands to one of them some common item they may have noticed — a hammer, an arrow-head, an old shoe or a coin or anything. They then begin passing it around the circle and each person is asked to share with the other whatever the object brings to mind — how it feels, what it was used or good for, who owned it or made it or loved it or whatever. Only one rule: no one is to repeat or use the same words anyone before has used. And a suggestion: set a time limit of 30 seconds or so for each person, but a little waiting for imaginations to work here can really pay off — in trust, as well as sharing.

The purpose of this initial exposure is to create a little familiarity and to *raise* questions rather than answer them. Once we familiarize ourselves with such specific artifacts, perhaps we can take a few back to our classroom with us for further research and exploration. By the end of the program, we may have added to these items and information with ideas of our own.

you have returned from your first visit to your chosen site. What are some items - artifacts, relics, etc. - that are appropriate for investigation of this site?





Let's get organized!

Now our thoughts turn to the organization of our task groups. The teacher talks to the class. "Let's imagine ourselves as a Spanish expedition in 1540. We are entering what is now the United States looking for the Seven Cities of Gold. Everything around us is unfamiliar wilderness and desert. Can you think of what the Spanish and Indians on that trek might have needed to survive? Let's make a list of these needs on the board."

Every answer the students give is accepted. When the list is fairly substantial, the teacher says, "Let's take the items we have listed and organize them into common or similar groups."

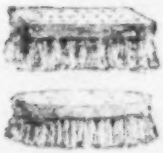
Once the grouping is completed, the students are asked to label each group.

This list of needs in turn suggests the basic duties or tasks that must be carried out during the actual live-in. Very likely the list contains such primary concerns of survival as food, organization, supplies, and clean-up. (If not, a *little* help from the teacher is permissible!) Let's look at these in more detail.

Some of the students sign up to work out a list of REGULATIONS that must be followed by all. They confer with the person in charge of their site to be sure their own rules are consistent with the site rules. Research may turn up some very strict procedures followed by the original people. Who was in charge of the society? What were the laws that were essential to their survival? If the answers to these questions are not available, the class may have to improvise. It is essential that these rules are accepted by *all* of the participants — beginning with the delegation of authority if they choose.

A SUPPLIES group gathers information on the tools and weapons as well as identifies natural resources available in the area and learns how these resources were used in the culture. If the group is going to make breast plates and helmets, for example, what materials are available to do so? Demonstrations on how supplies were gathered, used, and cared for are organized by this group. They ask, "What was needed to survive?" "Where did they get it?"

A FOODcommittee will be responsible for the choice and preparation of meals during the live-in. As a group, they research what they need to be as authentic as possible. What did the inhabitants eat? Where did it come from? What is available for us to use?



A fourth group is in charge of MAINTENANCE. Is there firewood for the fire? Are the students picking up after themselves? How did the ancient inhabitants maintain their camp or settlement? What needed to be cared for? Who did the caring?

The students may suggest other groups as well. A recreation committee may be formed to research and then teach the games or other forms of recreation.

The planning chart enclosed with this kit is provided to help you and your group focus on these primary concerns, concerns which are applicable whatever and wherever your site may be. All cultures, all human communities, are interrelated and interdependent with the natural elements of their environment. Include these, too, in your discussion. Man is a part of Nature. And all his laws and all his activities ultimately bow to Nature's laws.

Once again, here are basic concerns. Refer to the chart enclosed in this kit and answer these questions with your site in mind.

Note: there is more to Environmental Living than just history!

REGULATION Who was in charge? What laws were essential for survival?

SUPPLIES What did they need? Where did they get it?

FOOD What did they eat? Where did it come from?

MAINTENANCE What needed to be cared for? Who did the caring?

What other groups might be organized at your site?

Can students handle the responsibility of their own organization?

"It was not all joy and rosies
It takes a lot of energy to bring out
health
strength
responsibility.

Students (maybe all of us) would rather wait till they were told what to do than decide what they want.
Fort Point meant chaos
confusion
frustration
as well as organization
clarity
satisfaction.
For we were all learning from our failures.

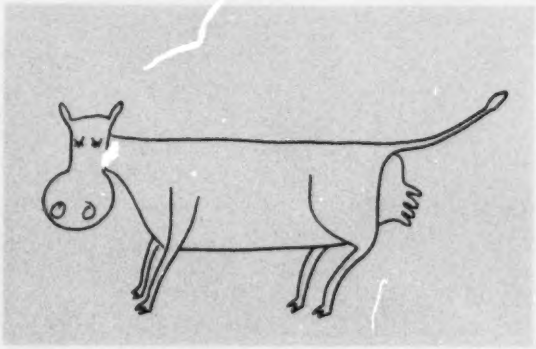
What else do we do?

A boy comes to class excited because his family has said they know someone who was living in the area during the time being studied for the live-in. The class decides they would like to visit with this person to get first-hand information about their site. A delegation of students is decided upon to represent the class. Students begin to submit their questions and the teacher spends some time with them on interviewing skills and techniques. Once prepared, the delegation is escorted to the interview and their questions are answered.

The children who recreated life in Wolfe Cabin received a letter from Wolfe's granddaughter, reminiscing about life in the cabin and wondering if anyone could see it as she remembered it as a little girl. Through her narrative, they create vivid pictures in their own minds.

Near to any site you might choose someone likely exists who can recount the past — a Papago woman who remembers the first soldiers in Arizona Territory, a man who tended the lighthouse at Ft. Point — each excited that young people are interested in their story, each a vivid story teller bound to hold the interest of the students.

Other guest speakers are invited to talk about topics related to the chosen site. Students living in at a mission become intrigued with mission architecture as they listen to a man who has made this study a hobby. Because of the enthusiasm, he escorts the class on a guided tour of a mission established during the same period as the one being studied.



Other locations nearby may be related through similar histories, or still retain something of that culture or lifestyle. The same second-graders who visited the cabin first spent an afternoon at a local farm where they:

"fed the chickens and the ducks and watched Mr. Holyoak milk Lil, the cow. Their eyes grew big and round and comments such as 'Gosh' 'Gee whiz' and 'look at that!' were heard.

When the children returned to the classroom they ... drew a picture of the cow; but one little boy couldn't remember where the udder went – so he put it under the tail!"

– letter from second-grade teacher.

Classes coming to Ft. Point have first visited modern military bases or had guests from those installations in their classes. Students planning an overnight on the C.A. Thayer, the early 20th late 19th century fishing schooner, have talked to modern fishermen along the docks. And students going to Tumacacori Mission in Arizona, built during the time of Father Kino centuries ago, have spent time at San Xavier Mission — still operating, but reflecting much of Kino's time today.

Perhaps, this is most important: that children gain insight that there is no sharp line between the past and the present. That along with change — even great change — there is continuity, and continuity in their own lives as well.

What other sites near you might you visit in relation to your live-in site?

"You had to kind of
take it upon yourself to do it.
It gave you a feeling of self reliance
and self responsibility."

"Everybody was working together, trying to get everything done on time.

What are we going to do about it?

This program belongs to students. They have given it life by planning and selecting activities and roles and taking responsibility. What happens when things don't go as planned?

"One night at the time of the changing of the watch, the two boys could wake only one of the pair that was to follow them. I heard one whisper 'We *have* to have two people on the watch.' Then followed a whispered conference that I could not hear, but they decided themselves what they would do about their problem. Their solution? The least sleepy of the two coming off watch would stand the next duty with the one that did wake up."

There was a feeling of excitement in the air as we gathered and shared our information."

Junior High student

The students who went to Tubac were at first thrilled to learn that a local TV station was coming to film their day at school. However, it wasn't as exciting as they thought it would be. The lights gave the classroom an unreal atmosphere. They were asked to wait in the spelling bee while someone fastened a microphone around a student's neck. In the course of the math lesson, another student was asked to repeat the answer to the teacher's question to be sure it was adequately recorded. An evaluation brought up the interference of "outsiders" on the roles the students were playing. When the TV station called to ask about filming parts of the next live-in, the teacher presented the suggestion to the class. The students said they would permit the media to be there only during the earlier activities and only for a specified time. No 20th century interference must interrupt what they were working so hard to accomplish!

Another teacher found that an investigative group of children had destroyed some rope provided by the park for their use. She explained to the class that the rope would have to be replaced as others would have to use it. "What are you going to do about it?" she asked. It took a few minutes for the students to assume leadership and come to a decision. They assessed each other a dime. Four students brought their bicycles to school so they could ride to the hardware store for new rope. The class voted unanimously to exclude from the overnight anyone who might destroy the new rope. "I just sat back and watched them run the class." They became an integrated group, making their own responsible decisions so that they might regulate their own activities in order to accomplish an established goal.

When a group of interested visitors came to witness a Fort Point live-in, the students were so involved in their activities, they hardly seemed to notice. Once back in the classroom, however, they asked their teacher who those people were and who said they could come during our program.

"During the overnight, the MPs were abusing their power — arresting people far beyond the laws we had set up. It was fun to be in charge — but the other students didn't like it. Instead of my telling them that they had to stop, we decided to have a meeting. I asked them (all of the students) if they knew what the problem was that we were having. They described it exactly. Then I told them they were going to have to decide what to do about it. THEY DID! As a group, they voted to have commanding officers in charge of the MPs and if an MP was accused of wrong-doing, he would be tried. If found guilty — no more MP.

I saw students making decisions that immediately affected their lives. That is real power."

The live-in preparation

. . . so far has revolved around identifying roles and problems for research. Impromptu role playing can be set up during the initial visit, using the items from or representing the site as stimulation. Problem-solving tasks can be developed by the resource person at the site, the teacher, or the students themselves to help students recognize areas where they can concentrate their research and identify possible activities that are appropriate for the live-in.

The following role-playing and problem-solving tasks are some of those that have been used successfully.

WOLFE CABIN You are in charge of food preparation. You have no refrigeration to preserve the food. What kind of food will you prepare and how will you prepare it? How would it have been preserved?

FORT POINT You are a common soldier just detailed to guard duty on the barbette. Many Civil War soldiers kept diaries — not only of events of the day but of their feelings about their environment.

So, report to your post for 10 minutes. Keep such a diary — and we'll ask that you share it with us later.

Props — small pocket diary and pencil for each sentry (4).

TUMACACORI MISSION

Concept: Coming of the priests (imposition of a new belief system)

HISTORIC DATA

Pima religion and culture: beliefs, rites, roles.
Catholic beliefs and practices.
How did the priests come?
What was their approach to the Indians?

Medicines of Indians and of Catholics.

Marriage customs of Indians and Catholics.

HISTORIC SITUATION

1. A Friar walking into the village meets the chief of the tribe. What happens next? (Set up characters.)

2. Priests have just come to the village a short time ago. There is a sick child. The Indians have to decide whether the Indian way or the Catholic way should be chosen to treat the child.

3. A converted Indian wishes to marry a non-converted Indian. Conflict arises between priests and tribal leaders.

PETALUMA ADOBE

OLD ADOBE THEN

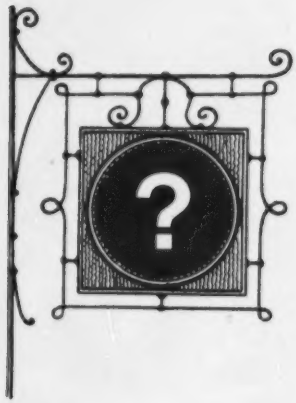
What did General Vallejo see when he came to Petaluma Valley on orders from his government?

PETALUMA NOW

What things do you see as you approach the Adobe?

C. A. THAYER (SHIP)

You are a longshoreman. You must load a large barrel onto the ship. How will you load the barrel? What equipment will you need?



_____ *(your site)*

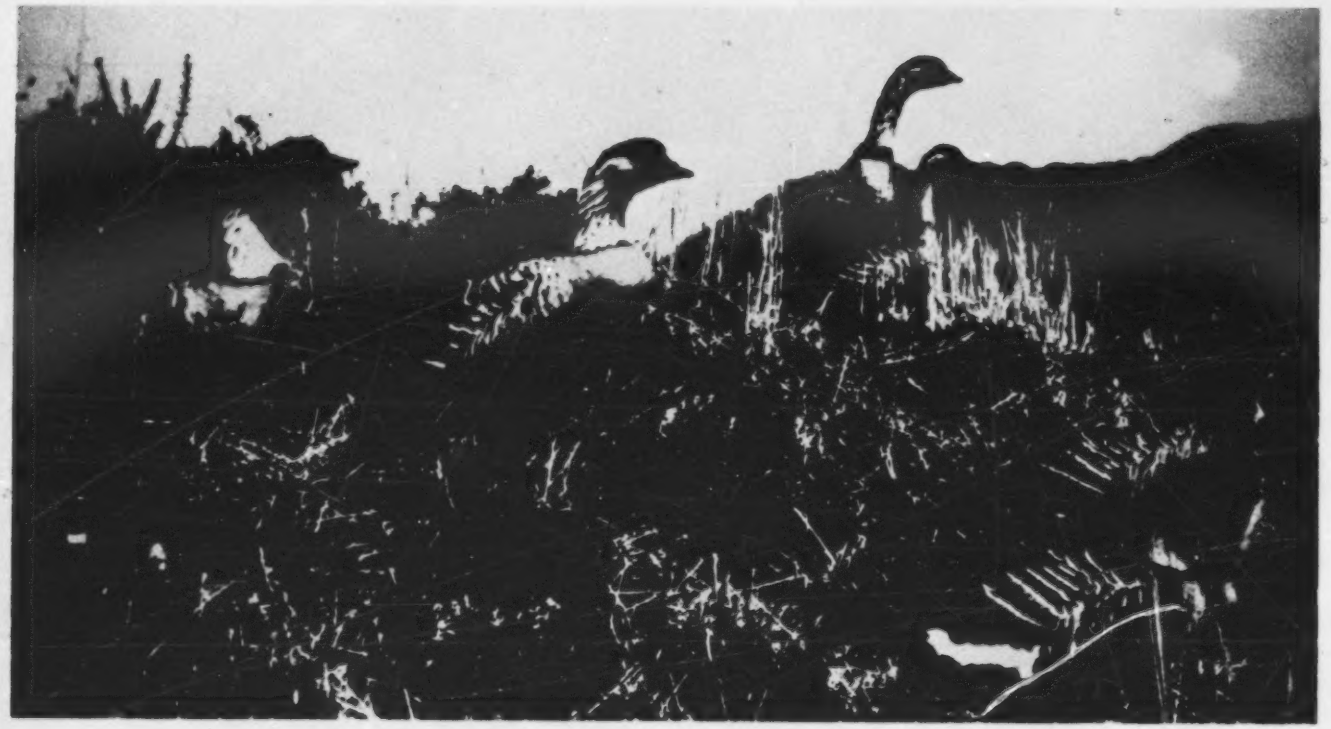
What roles, what tasks might students research and resolve at your site?

"One of the best-paying professions is getting ahold of pieces of country in your mind, learning their smell and their moods, sorting out the pieces of a view, deciding what grows there and there, and why . . .

This is the best kind of ownership, and the most permanent.

It feels good to say, "I know the Sierra" or "I know Point Reyes." But of course you don't – what you know better is yourself, and Point Reyes and the Sierra have helped."

Terry Russell



Problem sheets, task groups, roles, Strands, research, sharing. Add guest speakers, films, and related field trips and — the students are ready to go!

Teachers, resource and site personnel, aides — How do we get ready to guide them?

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